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State Normal School Catalog 1904-1905

Dakota State University

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TWENTY-FIRST ANNUAL CATALOGUE

.... OF THE

STATE NORMAL
SCHOOL

MADISON, SOUTH DAKOTA

ANNOUNCEMENT 1904-1905

REGENTS OF EDUCATION.

HON. IVAN W. GOODNER, PRESIDENT, PIERRE.

HON. M. F. GREELEY, GARY.

HON. R. M. SLOCUM, HERREID.

HON. F. A. SPAFFORD, FLANDREAU.

HON. A. W. BURTT, HURON.

HON. IRWIN D. ALDRICH, SECRETARY, BIG STONE CITY.

REGENT'S COMMITTEE FOR MADISON STATE NORMAL SCHOOL.

HON. R. M. SLOCUM, CHAIRMAN.

HON. M. F. GREELEY.

FACULTY.

NORMAL DEPARTMENT.

W. H. H. BEADLE, A.M., LL.D., PRESIDENT.

General History, American History.

J. WHITNEY GOFF, A.M., VICE-PRES., ACCOUNTANT L/ DIES' HALL.
Grammar, Rhetoric, American and English Literature.

W. W. GURTON, SECRETARY.

Graduate Platteville, Wisconsin, State Normal.

Geography, Book-keeping, Civics.

ISABEL LARSEN, B. S.

(On leave of absence during the year.)

ARLETTA L. WARREN, PH.D., PRECEPTRESS EAST HALL.
Latin.

CORA M. RAWLINS, A. M.

English, Elocution, Rhetoricals.

ALBERT L. JONES, A. M.

Mathematics, Physics.

KATHERINE DAVIS, B.L.

Botany, Zoology, Physiology.

ALICE DEGROFF, LIBRARIAN.

Graduate Madison State Normal School.

Arithmetic, Geography.

DEPARTMENT OF THEORY AND PRACTICE.

ANNA B. HERRIG, PRINCIPAL.

Graduate Oswego, New York, Normal School and of Training and Critic Course.

Psychology, Methods, School Management, Head Critic.

SUSAN W. NORTON, A.B.

Graduate Peru, Nebraska, State Normal.

Grammar Grade Critic. Vocal Music.

ROSE O. EDDY,

Graduate Oswego, New York, State Normal School.

Intermediate Critic. Drawing.

NELLIE COLLINS, B.Sc.D.

Graduate Oswego, New York, State Normal School.

Primary Critic.

WILLIAM A. BOYD,

Engineer and Janitor.

MINA A. WATERS.

Matron East Hall.

CALENDAR, 1904-1905.

September 6, Tuesday First Semester Opens
November 24-25, Thursday and Friday Thanksgiving Recess
December 24-31 Christmas Recess
January 20, Friday Midwinter Graduation
January 24, Tuesday Second Semester Opens
February 22, Wednesday Washington's Birthday
April 18-24 Easter Recess
Arbor Day as appointed by the Governor.
May 30, Tuesday Memorial Day
June 14, Wednesday Twenty-first Annual Commencement
September 5, 1905, Tuesday First Semester Opens

☞ A summer session will be held in 1905, but none in 1904.

☞ The 1905 commencement will be the twentieth anniversary of the first commencement and class graduation will be made a special occasion. All friends, especially all graduates, are invited to be present.

ANNOUNCEMENT.

The Madison State Normal school was created and is sustained by the state for the sole purpose of educating and training teachers for all grades of the public schools of the state. This aim dictates and limits all it does.

Should the graduate not desire to engage in teaching, the courses will afford an excellent general education, which by its thoroughness fits young men and young women for success in life.

CONDITIONS OF ADMISSION.

The candidate for admission must be at least fourteen years of age, of good health, a graduate of the eighth grade or have fully equivalent preparation. No student of lower grade will be admitted to the Normal classes.

Students are admitted without examination as follows :

1. Graduates from full four years high school courses ; from state normals of other states ; from normal courses in colleges approved by the State Superintendent and from full college courses, may enter and be candidates for graduation after one year of resident study and the completion of the following courses, viz: Advanced Grammar and Higher English Analysis, Advanced Arithmetic, Advanced Geography, Drawing and Psychology, each a half year, and Methods and Practice, each one year.
2. Graduates from a full three years high school course may enter and be candidates for graduation after one year and a half of resident study and the completion of the following courses, viz: Advanced Grammar and Higher English Analysis, Advanced Arithmetic, Advanced Geography, Drawing, Elocution,

Physical Culture, Vocal Music and Psychology, each one half year, and Method and Practice each one year.

3. Graduates from a full two years high school course may enter and be candidates for graduation after two and a half years of resident study, including the requirements of No 2 and such other work as their high school courses may render necessary.

4. Holders of first grade certificates in force within a year past are admitted and are credited in all subjects, except Arithmetic, Grammar and Geography, in which they received markings of 85 or more upon such certificates.

5. Holders of second grade certificates, issued by the state under the new law, are admitted to the first year of the courses.

6. Candidates who have completed the ninth grade or first year of the high school course are admitted to the first year.

7. Graduates of the eighth grade are admitted to a preparatory course of a half year in Arithmetic, Grammar, Geography, Elocution (good reading) and spelling, if necessary.

The candidate must bring the diploma, certificate or other adequate evidence of the work done and have it ready for presentation upon application for enrollment. Candidates who claim preparation equal to any of the foregoing must present clear evidence of it, signed by a superintendent, principal or other authority or in certified standings from educational institutions of recognized character. Correspondence asking what class the inquirer may enter must set forth definitely and fully the work done, the time studies have been pursued, the standings in each and where received.

When certified standings are not presented, examinations are required before admission to classes.

Examinations to pass out of subjects will be given at any time at the reasonable convenience of the instructors. These will be very full and thorough in Grammar, Arithmetic and Geography. Everybody knows that the ability to solve eight out of ten given problems is not conclusive that the candidate is master of

Arithmetic; we insist that he shall be. It is the same in the other studies named. Likewise standings will not be accepted in these subjects except from state normal schools, nor will standings be accepted in other subjects unless they show that the studies were pursued for substantially the same time that is here required. A brief spring term or a summer school session is not equal to a semester of nineteen weeks. These negations are given to save correspondence.

Graduates from Latin courses in high schools who are candidates for the diploma of the Latin-Professional course must bring special evidence of the exact work completed by them in this subject and it must be fully equal to the work required in Latin in this school or the additional work must be taken in the classes of this school. Otherwise the candidate can receive only the diploma of the English-Professional course.

TUITION AND OTHER CHARGES.

Every student in the normal department pays a tuition fee of three dollars per semester and an incidental fee of three dollars per semester. Please observe that the appointment by a state senator or member covers tuition only. Pupils are admitted from other states upon the same terms.

Each student that occupies a room in East Hall will hereafter be charged as follows for each semester:

First Floor—One single north room, \$12. Three rooms for two, each occupant, \$10.

Second Floor—One corner (tower) room for two, each occupant, \$10. One single east room, \$11. One single north room, \$10. Eight north and west rooms for two, each occupant, \$8. Eight south and east rooms for two, each occupant, \$9.

Third Floor—One corner (tower) room for two, each occupant, \$8. One single east room, \$9. One single north room, \$8. Eight north and west rooms for two, each occupant, \$6. Eight south and east rooms for two, each occupant, \$7.

West Hall is occupied by young men and a uniform rental of \$5 is charged each occupant. No matron will be employed to

reside there and, therefore, no extra charge will be made. They will care for their own rooms.

In addition to these rentals every student that rooms in East Hall pays \$2 each semester. This is known, too, as a "pledge" and is forwarded with the application for a room. Every member of the boarding club who does not room in East Hall pays a similar fee of \$1 at the opening of the semester. The proceeds of these fees are used in maintaining kitchen, table and other furniture in East Hall. The state does not supply funds for these purposes.

All tuition, room rent, incidental and other fees are payable in advance.

Paper for entrance and other examinations is supplied by the school.

The statute of 1897 provides that every state senator may appoint two students from his district and every member of the state house of representatives may appoint one student from his district to some one of the state educational institutions, and such students shall be admitted and attend "Free From Tuition Charges" during the term of the senator or representative who makes the appointment.

TEXT BOOKS.

The following action by the Honorable Board of Regents will govern:

"Resolved, That students in all the educational institutions under the control of the Regents of Education of this state shall, on and after the end of the current school year (1903-4), be required to purchase their own text books and that the present system of renting or furnishing text books to students as practiced at certain of our state schools is hereby abolished. All text books that may be on hand at the close of the present school year shall be sold as fast as possible to students desiring the same, and should there be any of such books out of date or for any other reason unsalable to students, they shall be sold

for whatever they will bring and the proceeds of all such sales shall be turned into the local fund."

The following text books are used:

Latin—

Scudder's Latin Reader, 1st semester.
Kelsey's Caesar, 2nd semester.
Latin Composition, Daniel, 2nd and 3d semester.
Kelsey's Cicero, 3d and 4th semester.
Comstock's Virgil, 4th and 5th semester.
Kelsey's Ovid, 5th semester.
Bennett's Grammar.

English—

Grammar, Maxwell's Advanced.
Rhetoric, Webster.
American Classics, Potter.
English Literature, Pancoast.
English Composition and Criticism, Radford.
Pamphlet copies of American and English Classics.

History—

American, McMaster's.
General History, Myer's.

Civics—

Hinsdale's American Government.
Smith and Young's History and Government of South Dakota.

Mathematics—

Preparatory, Hobb's Academic.
Advanced, Beman and Smith's Higher.
Algebra, Wentworth's Higher.
Geometry, Beman and Smith's Plane.

Book-Keeping—

Powers' First Lessons.

Science—

Preparatory Geography, Natural Advanced.
Advanced Class, Rand & McNally, Revised Edition.

Physical Geography, Dryer.
 Physiology, Martin's Human Body, Briefer Course.
 Botany, Leavitt's.
 Zoology, Packard's Briefer Course.
 Physics, Hoadley's Brief Course.

Methods—

McMurry's Method of Recitation.

Psychology—

Halleck's Psychology and Psychic.

Culture—

Titchener, Primer of.
 Gordy, New.
 James'.

COURSES OF STUDY.

These are :

1. A four years Latin course, closing with the professional studies and daily practice for one year.
2. A three years English course, closing with the same professional studies and practice.
3. A two years Elementary course, closing with a half year of professional study and practice.

STATE CERTIFICATES.

By act of 1897, the diploma of the school is declared to be a license to teach in any school in the state for a period of five years from the date of its issue.

Every graduate of a three or four years course will also receive free of charge a five year state certificate (professional), renewable upon satisfactory evidence to the state superintendent that the holder has been worthy and successful in the duties of the schoolroom. Graduates must depend largely after leaving this school upon the commendation of superintendents and boards under whom they serve.

A certificate will be given by the school to those who complete the Elementary course, but no state certificate is granted to the holder of it. This course is a superior preparation for a first grade certificate which the candidate can easily secure by examination. Any student may also select and take those studies in the order in which they come in our courses that will fit one for the first grade certificate. No one has ever yet taken or been graduated from the Elementary course. All prefer a higher course.

COURSES OF STUDY.**LATIN COURSE.****FIRST YEAR.**

| FIRST SEMESTER. | SECOND SEMESTER. |
|---|------------------------|
| Advanced Grammar and Higher English Analysis. | Rhetoric. |
| Advanced Arithmetic. | B Algebra. |
| Geography. | Botany. |
| Physiology. | United States History. |
| Vocal Music. | Vocal Music. |

SECOND YEAR.

| FIRST SEMESTER. | SECOND SEMESTER. |
|--------------------|-------------------------------|
| American Classics. | General History. |
| Higher Algebra. | Geometry. |
| Zoology. | Latin Grammar. |
| Civil Government. | Book-keeping (half semester). |

JUNIOR YEAR.

| FIRST SEMESTER. | SECOND SEMESTER. |
|------------------------------------|---|
| Cæsar and Latin Prose Composition. | Cicero and Latin Composition. |
| Psychology. | Physics. |
| Drawing. | Methods. |
| English Literature. | Advanced English Composition and Criticism. |

SENIOR YEAR.

| FIRST SEMESTER. | SECOND SEMESTER. |
|------------------------------------|--|
| Cicero and Virgil. | Virgil and Ovid. |
| Methods. | Practice Teaching. |
| Observation and Practice Teaching. | Professional Reading and Thesis Writing. |

Every student must take every subject in a course before graduation.

Every subject in both courses is required daily, i. e., five days per week for the period indicated.

A course of one half year for graduates of the eighth grade includes Elementary Arithmetic, Grammar and Geography, Elocution and Vocal Music.

COURSES OF STUDY.

ENGLISH COURSE.

FIRST YEAR.

FIRST SEMESTER.

Advanced Grammar and Higher English Analysis.
Advanced Arithmetic.
Geography.
Physiology.
Vocal Music.

SECOND SEMESTER.

Rhetoric.
B Algebra.
Botany.
U. S. History.

SECOND YEAR.

FIRST SEMESTER.

American Classics.
Higher Algebra.
Zoology.
Civil Government.

SECOND SEMESTER.

General History.
Geometry.
Psychology.
Drawing.

SENIOR YEAR.

FIRST SEMESTER.

English Literature.
Physics.
Methods.
Practice.

SECOND SEMESTER.

Methods.
Practice.
Book-keeping (half semester).
Professional Reading and Thesis Writing (half semester).

ELEMENTARY COURSE.

FIRST YEAR.

FIRST SEMESTER.

Advanced Grammar and Higher English Analysis.
Advanced Arithmetic.
Geography, including Physical Geography.
Physiology and Hygiene.
Vocal Music.

SECOND SEMESTER.

Rhetoric.
B Algebra.
Botany.
United States History.

SECOND YEAR.

FIRST SEMESTER.

American Literature.
Civil Government.
Drawing.
Book-keeping.

SECOND SEMESTER.

Didactics, including General Method and School and Class Management.
Practice.

Rhetoricals are required from every student in every semester but the last, when those about to graduate prepare theses upon professional subjects. The rhetoricals consist of at least one original oration each term, which must be fully memorized and delivered before a society or the school, and essays and critiques. Equivalent work done as a member of either the Junior, the Philomathean or the Eurosophian society, or the Debating Club, is accepted in place of required public rhetoricals. Students should familiarize themselves with the rules and requirements of these societies, as the failure to fulfill an appointed duty therein has a public oration as a penalty. Each society is under the management of a professor.

English—The English work is thorough and broad. Its aim is to give accurate scholarship and true culture. Correct English is as essential to the teacher as speech itself. It is the main vehicle of knowledge; it is the substance of thought and knowledge. The ordinary course in grammar in the common school is not sufficient for the teacher. We require a year of work above this and real scholarship in advanced grammar and higher English analysis. The text is Maxwell's English Grammar, which must be mastered. Whitney's Essentials and Meiklejohn are also considered as authorities on English Grammar. Tennyson's Idyls of the King are used for Analysis. Grammar is a basis of logical processes.

Rhetoric follows a satisfactory completion of the grammar. A very thorough course is given and much practice work is required.

American Literature is next taken up, and the leading American Classics are studied and discussed, with written analysis, oral criticism and the practical application of the canons of rhetoric.

English Literature, as well as American, is studied in part historically, but the principal work is the close and critical study of leading authors and several of Shakespear's plays are studied, read orally and analyzed.

The final work in English for the Latin Course is a term of advanced English Composition, Literature and written criticism. This alternates with English Literature, from lack of instructors to repeat all the work of the course every term. The work of the two classes will be much alike, each supplementing the other, but both together covering all the ground. This course in English equals that of most colleges and in its great thoroughness leads to accurate and refined scholarship, liberal culture and real mastery of the language arts.

Mathematics—The course in Mathematics is also strong and is strictly required. These studies are a necessary part of the high mental discipline and training in thinking and reasoning at which all courses aim. Every pupil should from the first day endeavor to adopt and use the systematic forms of analysis and the concrete or abstract and logical modes of reasoning which are inherent in the processes of arithmetic, algebra and geometry. The language used and the concise and clear expression required in reading the process should be also matters of constant study and show a daily advance. The order and neatness of work upon paper or blackboard should be an element of pride in the good student and will be considered with other evidences of progress.

Arithmetic receives most careful and thorough treatment. There must be both a mastery of principles, which are really few in number when rightly viewed, and accuracy and skill in applying them. The pupil must learn the science and art of computation. The operations of arithmetic are not the solution of intricate problems by using memorized rules as guides. Such work leads us at best only to particular processes. Nor are they merely highly developed "principles" that neglect the value of skill and precision. The aim is to teach the science and the art of the subject and thus render its principles and processes the instruments of simple, clear and intelligent analysis. The operations are examined and their order of successive development sought. In all the work clear explanation of processes in concise language is required of the pupil as are

the logical order of the steps and their written indications and mathematical accuracy. The practical problems of men's affairs and the requirements of the law as to instruments used in business, and the best customs of business men are sought for and used.

Algebra is at first numbers symbolized and bears close relation to concrete arithmetic where its elements are first introduced and its simpler terms made familiar, but it rises to a higher plane of analysis and develops the general truth. This use of abstract and universal truth that opens the mind to generalization and law is first reached by this study. It should therefore come early in a normal course and be clearly mastered. Students who are strong in Elementary Arithmetic may enter and are advised to take the first semester of Algebra before entering upon Advanced Arithmetic.

Geometry begins with the work of making real the truth of axioms, postulates and definitions and not leaving them mere forms of phrases. It is distinctively a logical study and appeals to definite concepts and clear units of thought which must be developed from real facts, and not mere words. The aim is to make the entire science a clear possession of the mind of the student and to lay the foundation for higher work. The student, not the book, must think.

Latin. The course in Latin begins with the second semester of the second year and with pupils already thorough in English and other scholarship and trained in studying. For the remainder of the course it is the leading study along with the professional work and aims at sound and critical scholarship. Only in that way is the pedagogic value of the study realized and its acquisition made useful.

The first semester's work is in grammar, but with this is connected composition all the time and minor stories, myths and fables from Nepos and other sources.

The next semester's work covers four books of Cæsar's De

Bello Gallico, with composition one-fifth of the time and strict application of grammar.

The third semester is devoted to five orations or four orations and epistles of Cicero with like work in composition and the strict application of grammar.

In the following semester Cicero is continued so far as deemed necessary and Virgil is taken up and several books are read.

In the last semester Virgil is continued and towards the close of the semester from 1,200 to 1,500 lines of Ovid will be included, or the Ovid may be used for sight reading through all the year.

The course closes with a complete review of grammar. During all the last year there is constant reference to Roman history, which is made a strong point in the study. The entire work reflects the latest and best scholarship and is made critical, exact and masterly in all respects. The Roman pronunciation is used exclusively.

This course completely prepares students for entering any college; and they are accepted. They hold high rank in college and university classes.

Sciences. While it is not possible for the institution to open extended courses in Science, it must equip teachers with a substantial course in several. It is essential to intelligence to enable the teacher to give the science work possible in the public schools and to read about and understand the progress of the world.

With trained students much is accomplished in a half year each of daily work in botany, zoology, physiology and physics. This introduction enables the student to enter upon the higher courses in colleges and universities. All these sciences are pursued upon the laboratory plan and as scientifically, so far as the work extends, as in higher institutions. Nature study is the immediate study of nature itself and not the memorizing of statement from books about nature. Natural science can be

usefully studied or taught in no other way, whether to children in the common schools or to advanced students.

The imperfect and inadequate work upon physiology and hygiene in the rural schools demands that we take it up anew and deal with it thoroughly in each course.

Geography includes physical, political and commercial geography, and the study is pursued for one year. Physical geography no longer appears as a separate subject in the courses. General geography includes all the divisions on the subject. Map drawing is a part of the daily work. The pupil does not read a question, look at printed map for the location and then try to remember it long enough to recite it; but he draws maps of hemispheres, continents, countries and parts, and on these locates all geographic facts. By this means contours, elevations, drainage, comparative size, distances, directions, political divisions, products and all other facts are thoroughly learned.

American History requires reasonable preparation in geography, English and other elementary work in order that one may understand causes and effects and be able to gain from the study the advantages which the course aims to give to the capable student. It would be highly advantageous if every member of the class had previously read with care the text of Montgomery, Fiske or McMaster. Hereafter pupils will NOT be admitted to this class until they have taken arithmetic, grammar and geography; and they will take this subject before entering upon civil government.

Civil Government is not usually pursued in the rural schools and it has been found that nearly all pupils who enter our lower classes need to begin with its primary facts. The aim is to give a clear idea of the subject generally and of the United States and our state governments. Pupils will not be admitted to this subject until they have reached it in the regular course or have satisfied the instructor that they are prepared to pursue it with intelligence and ability.

Book-keeping is given daily for a half semester and the

students work through various sets of accounts by the double entry system. They are thus prepared to teach the subject well or to keep business books and accounts. Students must be good in arithmetic and other elementary studies before they take this subject. It is not planned to offer an elaborate commercial course and students are not invited to this institution for that course alone. It is simply given in a very thorough manner for the preparation of teachers.

Drawing includes free hand, geometric solids, coloring, construction, figure studies, natural forms, out-door sketches, historic ornament, etc.

Vocal Music is required and is studied for one semester daily. The elements of music are carefully taught and much drill is given in singing. Special training is often given choruses and toward the preparation for special occasions.

The school owns three excellent pianos, one of which is in the parlor of the Ladies' Hall, one on the platform of the Normal Assembly room and one in the room for elocution and physical culture. The school does not offer or teach instrumental music. Students who are taking music lessons from teachers in Madison may secure these instruments for practice at the rate of three cents an hour.

Number of Studies Limited. No student is permitted to take more than four studies at one time unless at least two are repetitions in three classes and one is either spelling or vocal music.

Orthography. A class is formed each semester of those who are defective in Orthography, and special drill and instruction given its members every day until they become proficient in spelling.

Good English. Throughout the school, from the first primary to the graduating class, in all subjects, recitations, class room work and exercises of every kind, strict requirements will be enforced and every effort will be made to secure

correct orthography, reading, composition, grammar and language. The habitual use of good English and the ability to write it correctly hold the highest place in a good education. The need is greater for insistence upon good English than upon any other single point. A special class will be organized and instructed in elementary composition and it will be made up upon the same plan as that in spelling.

PROFESSIONAL COURSE AND TRAINING.

The real function of a normal school is to train teachers. To this end those graduating from the school must be both scholars and teachers. Thorough, systematic knowledge is a pre-requisite. There is power in mastery of the subjects to be taught, and the earnest student has an enthusiasm of knowledge that is inspiring. Not until the student has mastered subject matter and acquired the power to think is he prepared to enter upon the strictly professional work of the school. The school must therefore insist upon sound scholarship as well in those who enter from high school and other courses as in those who do the entire preparation in the normal school.

The distinctive feature of training with which the professional course has to deal is power to teach. The course needed for this purpose is a series of subjects and training logically arranged and adapted to lead the student teacher to comprehend and apply the principles of education to the end that he may be able to conduct his own school to the highest education and culture of his pupils.

The professional course of study embraces the following:

1. Psychology is taken up first and a full semester is devoted to it with various texts and with every means for its study usually available. Daily work is done orally and in writing and the pedagogic aims of the study are made prominent. Biography and literature, in the story and the drama, are under tribute and add their material to introspective study and the observation of children. No memorized theory is required, but the pupil is guided to a self formed view of mental science

and its application to education as the basis of the methods that follow.

2. The student then enters upon a higher phase of school management and methods with observation of class work in the model school. This course in methods is in no sense a review of the subject matter, but deals strictly with the conditions of other minds in their ability to grasp thought, and with the means to be employed and the motives to be presented to arouse the learner to right mental and moral activity, and the best mode of developing and presenting each subject.

During the first half semester attention is given to General Method as a preparation for all method work. It includes a consideration—

1. Of the aim of all instruction.
2. Of the formal steps to be followed in giving instruction.
3. Of the processes of analysis, synthesis, induction and deduction.
4. Of the elements of good questioning.
5. Of the relative value of subjects in the school course and of the correlation of subjects.

The second half of the semester is devoted to a consideration of School and Class Management. It will be the aim in this work to awaken the teacher to an appreciation of the opportunities daily offered in the school room for mental and moral growth. Such a system of school management will be considered as will leave the pupil the largest liberty for self-directive activity, will in the truest sense develop all his powers to his highest usefulness among his fellow men. Character building is held as the end of good school management.

In the next semester methods in the special subjects will be taken up—nature study, geography, number, reading, language, literature and history, form study and drawing—the relation of these to one another, their educational value and the place of each in the school course. The different methods in

use in presenting these subjects to children will be thoroughly studied, and such helps suggested as will be of practical use in the schoolrooms of the state. Material will be made, outlines for the study of special topics be prepared by the class and daily practice will be given in the preparation of lessons. These lessons will be discussed in the class room, sometimes presented to children to be observed and criticised by the entire method class. The work becomes thoroughly practical and is required of all who receive the diploma of the school. No work will be accepted as a substitute for it. Observation in the practice school accompanies the entire method course.

3. Practice is the final work. Students are led up to this by observation of model work in the practice school. When established in the practice work the pupil teachers come under the most strict relations to the principal and other critic teachers in the department of theory and practice, and this responsibility is highest when they are placed in charge of classes and rooms and have the welfare of children in their care. To this they cannot be admitted until capable nor remain in it without worthy success.

Here is the test. Here there must be practical, objective application of principles. The student now has a knowledge of the subjects to be presented, of the children to be trained, of the principles of education and the methods for their practical application in developing and presenting the various subjects to be taught. The student teacher must submit for criticism the detailed plans of every lesson and receive the principal's suggestions thereon and after the lesson is given meet the critic's report upon it. These critics are the kindest and best friends of the practice teacher. Their helpful sympathy and interest are untiring. As progress is made the standards are more exact and the mutual confidence more complete. The criticism becomes commendation as the teacher works out the difficulty in the right way, and the reward to the teacher comes in nobler motives, higher aims and better service.

All this and not less in any respect is necessary to make the

worthy teacher. The product of a State Normal School ought to be such beyond all question. Every graduate must be a good scholar and a good teacher.

EAST HALL.

The new dormitory for ladies, known as "East Hall," is a commodious and comfortable building. The rooms large and well warmed and lighted. The building is of stone and very secure. No fire is used in it, and none can be. The kitchen is separate and connected by a stone corridor with fire proof doors. A bathroom and closet are upon every floor. The parlors are very large and afford ample room for receptions and all proper social functions of the school. The faculty makes the best social culture, with legitimate subordination to the other purposes of the school, a valuable part of the training. The dining room of East Hall will seat comfortably 130 students at square tables for eight persons each.

All rooms are heated by steam and electric lights are used; the room rental pays for heat and lights.

Generally each room in the dormitory accomodates two persons and all have window shades, rugs, bedsteads, mattresses, two pillows, washstand, pitcher and bowl, study table, chairs and book shelf. The occupants must supply all other needed bedding and toilet articles as well as ornaments. The beds are single except in four rooms. These contain double beds which may be occupied by sisters. The same requirements are made in West Hall.

The occupants of the Halls and all who room elsewhere and take their meals there constitute a club, the members of which pay equally for all the cost of employees, board and washing. The latter is a part of the club expenses and is done for all the needs of the Hall and each occupant and boarder by employees in the buildings.

The cost of all this will never exceed \$2.30 per week for each paying member of the club, and includes the pay of the matron or managing housekeeper and all employees. Each member of

the club pays to the steward at the beginning of the term \$10.00 and thereafter pays \$10.00 each month except the last. Prof. J. W. Goff acts as steward, collects all the funds of the club, keeps all accounts, and pays all bills. Thus by a cash system the cost of living is reduced to the lowest practicable standard, while excellent meals, carefully and well cooked and nicely served, are the invariable rule. None of the money collected from the members of the club for these expenses is ever used for any other purpose. At the close of each term the accounts are all adjusted, the bills all paid and any balance is refunded pro rata to the members. This refund has sometimes brought the expenses below \$2.25 per week. Good management has enabled the club to live better and at a lower cost than any other club known to the school. The students are not troubled with the management. Like all else in the school, it is planned for them in advance

A lady member of the faculty of high ability and character resides in East Hall and governs the young ladies under proper rules. It is in every sense a home and under such restrictions as are conducive to the very best welfare of the home and of all and each of its members. The preceptress has full control of every occupant of the Hall and is the final authority therein of all its affairs. The president and faeulty will interfere only to enforce her authority and maintain right living there.

Young ladies here will remember that no such social freedom can be practiced or permitted in the Hall or by its members in the city as is allowable or consented to at home. Acts that are common or but little remarked there would, in lady students absent from home, attract criticism and even reflection. Permission will be denied all students to attend public parties of every kind whether controlled by invitations or not.

Special Notice: All young ladies attending the school, whether in the Hall or not, are placed under precisely the same rules for observing study hours, against attendance upon public parties and requiring prudent conduct on all occasions. They are all under the care of the preceptress. Aided by all the oth-

er ladies of the faculty she will seek proper homes for them in private families, look after their welfare, visit them in illness, counsel with them and aid them by all available means. There is great positive advantage to be gained by such care.

West Hall is occupied by the young men who are members of the club and take their meals at East Hall.

COST OF BOARD AND ROOM.

Outside the Ladies' Hall, in private families, the cost of furnished rooms and board is from \$2.75 to \$3.50 per week and there are abundant accommodations for many more than have ever applied. Rent of rooms is reasonable.

Small clubs and groups from the same family have been very successful, comfortable and economical.

The janitor will meet all trains at the station during the opening days of the term and at all other times when notified that ladies are coming, and aid them in reaching their boarding places. When a young lady has no boarding place in view, she should go first to East Hall or to the school and there will be advised and guided.

ESTIMATES OF COST.

Cost of travel and clothing are variable elements. Nothing in the character of the school or in relation of its students justifies or excuses expensive habits of any kind. The school has an atmosphere of economy. Counting an absence from home of 39 weeks, a year's attendance of one who has a room at the Ladies' Hall will cost:

| | |
|--|---------|
| Room rent, \$6.00 per term (or higher).... | \$14.00 |
| Tuition fee, \$3.00 per term..... | 6.00 |
| Incidental fees, \$3.00 per term..... | 6.00 |
| Board and washing at \$2.30 per week..... | 87.40 |
| Special fee at the Hall, \$2.00 per term.... | 4.00 |
| Rent of books and personal incidentals.... | 4.00 |

Total cost for one year..... \$121 to \$130

If the pupil rooms at private house and boards at the Hall the charge for room rent will be deducted from the estimate and 75 cents to \$1.00 per week added, according to the cost for a furnished room. It may generally be said that a student may come from and return home and attend school one year for a cash outlay of from \$130 to \$140. It is better to plan for a full and continuous attendance of one year. The better wages will soon return the cost.

GOVERNMENT.

The school work is planned for earnest, vigorous students who desire to make the most of valuable time. In the training of teachers a higher tone of life is expected than in mere academic work. Instructors are disposed to suggest to teachers the observance of a spirit of loyalty, of self denial and voluntary service to associates, of a high aim and a consideration of their future relations to boards, superintendents and citizens. A love of humanity is naturally produced by contact with children and study for their welfare. Duties arise that cannot always be wholly pleasant. Denials of privilege must occur and special service be asked, or requested favor denied for general reasons that cannot be fully made known or the cause seen at once. These are character tests. Loyalty is as noble a quality in the worthy teacher as in the veteran soldier. The state has gained rich return when it secures such results of its plans. The loyal, humane, able and skilled teacher, competent for every duty, true in every purpose, inspired by a high ideal, is the state's best citizen.

Self-control is the aim of government and self-direction with character and power are the aims of education. Obedience is the primary virtue; selfishness the primary sin. Through obedience we learn the higher control of law, and when this becomes wholly voluntary the will is free and we are the servants of high motives in the cause of man and God.

DIPLOMAS.

The diploma will not be granted to anyone who does not take the course of the school for at least one year as a resident student in its classes and under the supervision and direction of the faculty.

Certificates of graduation from the eighth grade of the Model school will be given by the principal thereof.

The granting of the diploma of the institution by the recommendation of the faculty and act of the governing board is the final act of the whole course based upon a full consideration of all the student's work in subject matter, and his or her character, ability, spirit, skill and proved qualifications as a teacher. While notice is given to students so far as practicable defects and conditions in their work, it is their duty to attend to the removal of these whether the notice is repeated or not, and they will not presume an approval that is not clearly given or a promise of the diploma except upon the authority of the faculty and board affirmatively given.

The faculty has adopted the following

RULE: All students who intend to be candidates for graduation at the close of a semester shall, within one month after the beginning thereof, state such purpose in writing and file it with the president. The faculty will consider each case and make formal reply in writing, stating the work required of each for the completion of the course. It will then be the duty of the student to satisfy these conditions. No student shall be deemed a member of the graduating class while any work of previous semesters remains unfinished.

The Regents of Education require that all recommendations by faculties for the graduation of students shall be made six weeks before the appointed commencement day. Every candidate for graduation from this school must, therefore, six weeks before the close of the semester in which he is a candidate for graduation, have all the current subject matter well in hand and

scholarship in it established, and must at the same time be fully approved as a teacher.

In this future expectations cannot be considered. It is therefore very important that practice work should not be delayed and that any required amendments therein should be fully and satisfactorily accomplished at the time named or the candidate must pass into another semester for the remaining required work.

Diplomas are granted to those qualified at the close of each semester, but only one Annual Commencement is held, in June of each year.

As a teachers' school, it invites all those who have the physical and mental health and fitness for the right education and training as teachers. From its nature and policy it is wholly at their service and believes that it is unnecessary and unprofitable for anyone to leave this state for any work offered by this school. Those who do not intend to teach are welcomed to its course for the thorough education it gives, but to secure its diploma all must take the same course and training and meet the same tests.

SELF GOVERNMENT.

The young men who reside in West Hall form a club, with constitution and by-laws, which every resident of the Hall is under strict obligations to obey. They live like young gentlemen, governed by self-respect and courtesy to each other. Their rules are approved by the faculty and their officers enforce them when necessary. The object is good order, observance of study hours, neatness of the halls and rooms and general correct conduct. For any serious violation of these the offender is tried by the club as a court and the findings are reported to the faculty, which rigidly sustains the club and its officers. This self-government is in every way useful to the young men and is successful. There is no disciplinary measure that the faculty would more promptly or strictly apply than in support of this club. The members find it pleasant, free and reasonable.

LIBRARY.

"The true University is a collection of books.—Carlyle."

"Reading makes a full man."—Bacon.

The school has a library of 2,000 volumes, including five sets of the best encyclopedias, a copy of the International Dictionary in every recitation room, many other works of reference and the standard works of literature, history, educational science and literature, natural science, economics, civics, biography, travel, description and geography. New books of the best literature added every year. The students use it with increasing enjoyment of its treasures.

LITERARY SOCIETIES.

These are a very useful element in the life of the school and their public entertainments are very interesting features. All members of the first semester class belong to that known as "The Junior Rhetorical Society." A member of the faculty has charge of this association and aids it in its varied work, which aims to train every member in essay writing, the preparation and delivery of original orations, rhetorical practice, parliamentary procedure, declamation, recitation and debate.

All higher young women students belong in nearly equal numbers to the Philomathean and Eurosophian societies and young men to the Debating club. Each selects a counselor, a different person each term, from the faculty, who aids and advises the society in its work. Young ladies are permitted to unite with the society of their choice so far as may be consistent with a fairly equal division of talent and members. All who do not unite with with one of these societies, or being members, do not meet their requirements, form a rhetorical class for public performances before the school. Certain instructors under whose names the word "rhetoricals" appears in the program will at those periods advise students and criticise, hear and train them for this work, but the appointment must be made for this by the student beforehand.

THE CLARA G. MACKAY PRIZES.

Annually in Commencement week occurs an oratorical contest for prizes of twelve, eight and five dollars each. The school is indebted to the generous consideration of Mr. W. A. Mackay, of Madison, for twenty-five dollars every year for this purpose.

THE PRESIDENT BEADLE PRIZES.

These are for excellence in orations, declamations and debate, for which twenty-five dollars is given each year. The prizes are awarded in varying sums to the members of the several literary societies by the joint judgment of the four Counselors, the members of the faculty in charge of the societies. Selected pieces from all the societies are brought into a common program for this purpose.

NEW BUILDINGS AND FACILITIES.

The legislature of 1903 provided means for several important improvements. The most important is the additional normal building, costing \$35,000. Besides many recitation rooms, this supplies a large assembly room that seats about six hundred people. Its completion gives the school ample accommodations.

The school has a new electric light plant which furnishes light abundantly for all the needs.

This summer will be erected the large kitchen, the new laundry and the store rooms which will add to the convenience and economy of East Hall.

The new building gives large accommodations for the growing library and furnishes needed reading room.

The school has a large and excellently mounted collection of the animals and birds of South Dakota as well as mineral, geological and botanical collections, along with curious and interesting objects, which are cared for, displayed and used to advantage in education.

The large assembly room enables the public generally to at-

tend programs in music, oratory, debate and joint meetings of the literary societies, and will afford the proper place for all commencements and other general and public meetings. Lectures by the members of the faculty are now illustrated by the use of the very fine, double lens stereopticon that the school has recently purchased. Indeed the new building and assembly room open before the school a pleasant relation with the public and an enlarged and broader life that will uplift and give culture.

PHYSICAL CULTURE AND ATHLETICS.

The love for and need of outdoor air and play are with us all from childhood. To the student they are necessary for recreation and health. Accordingly, games are substantially encouraged by the school. The students play basket ball, baseball, tennis, croquet and similar games, for which fields and courts are provided, but they do not play football. In the school physical culture is taught to promote health and grace and to enable teachers to use it in their school rooms, where it contributes to orderly movement and aids in control, while it furnishes exercises for stormy or very cold days. Practice teachers go out upon the grounds with their classes to supervise play and direct it into best forms and good spirit. It is impracticable for students to leave the school for games elsewhere or for general meetings. The daily duties, especially in the practice school, prevent.

LOCATION OF SCHOOL.

This institution is located in the city of Madison, in Lake county, South Dakota, in one of the most beautiful and fertile regions in the state, among a very thrifty, capable, intelligent and enterprising population. Madison is situated at the junction of the Southern Minnesota division of the C., M. & St. P. Railway with its branch to Bristol. The main line now extends to Wessington Springs. Connections are made with all parts of the state.

Madison is an active and growing city of 3,500 inhabitants,

representing all lines of commercial and business enterprise. It is noted for its numerous handsome residences and for the taste and beauty of their surroundings. It is a city of health, which everything favors. The public waterworks supply pure water and electric lights to the entire city. Special vigor characterizes all sanitary measures and the school feels no fear for the health of its students who exercise the usual precautions about exposure to weather. Living in the city is reasonably economical.

The Normal campus of twenty acres lies east and west in the north edge of the city. The Normal buildings, four in number, stand large and imposing upon a fair rise of ground a little south of the center, leaving a slope to the south which is already the handsomest public park in the state, planted with fine ash elm, hackberry and other trees with here and there a maple, a birch and fine cedar and a great variety of shrubs and plants. The citizens of Madison have joined generously with the school and its faculty in making this park, which now covers every front and part of the campus.

The city has all the church organizations represented in the state except the Congregational, the place of which is held by the Presbyterian. These churches are successful, have ample places of worship, and their young people's societies afford a social and religious field for our pupils, a majority of whom are church members.

This institution affords educational advantages to every grade from first primary to senior and post graduate. The city schools are excellent and have ample high school and ward buildings with a full course of twelve years. All about the city, and especially north, east and west, is room for homes at reasonable cost. Altogether, Madison is an inviting place of residence for those who desire to educate their families.

THE MODEL SCHOOL.

The enlarged facilities give ample room to this school. An increased attendance is now accommodated, limited only by the

capacity of the rooms. The Model School numbers 150, which makes the practice teaching very effective and the graduates real teachers.

Pupils are admitted from everywhere upon equal terms and tuition is free in all grades, but only Normal pupils are admitted to East Hall.

The work of the school is that of a first class graded school, planned by the principal of the training department and executed under the closest daily supervision of the principal and the assistant critics. A wider range is given to nature work, literature, language and some other lines than in graded schools generally.

Students will be promoted to the Normal from the eighth grade according to scholarship and age.

POINTS TO BE REMEMBERED.

1. This catalogue answers all material inquiries and states all conditions. Though they are and have been for years exact and rigid, thousands have entered and hundreds have graduated. The good and earnest student can do the same. In no other school is harder work done for the welfare of every pupil. Good preparation is required and good scholarship is insisted upon. If one feels able to pass into a higher class than credentials admit one to, examinations will be given at any reasonable time.

2. Students can enter at the beginning of each semester with equal advantage; nearly every subject is taught each semester. It is better for professional pupils to begin in the fall. Everyone must attend this school at least one year in order to graduate. The same completeness of education and fullness of training are required for the primary as for any other teacher. There is great demand for scholarly and able primary teachers; mere imitators and apt users of devices are not wanted by the best schools.

3. Address the preceptress about rooms in Ladies' Hall. If a room has been reserved for you and you decide not to come,

you are under every obligation to inform her at once. Rooms will not be held many days after the opening day of a term unless the delay is explained beforehand.

4. Students are not ranked as members of a graduating class (last semester of last year) until they have completed all prior work, and classes must be prudent about enrolling in their voluntary association or plans any who are so deficient; see rule under "Graduation."

5. Instructors will not commend as teachers any who have not completed the work of the first year, and then only as to scholarship in subject matter taken and character in this school.

6. Students may enter at any time, but we advise generally against entrance late in a semester. It is far better to start with the first day of a semester, even with the class.

7. Students who wish to enter "just for a brief review" will not find suitable classes. Our classes take entire subjects in a whole semester (or two) and constantly review as they advance.

8. Four studies is all anybody is able to take in the manner we require them. It is better to complete three than, taking five, to fail in three.

9. We invite school boards to consider that this institution has a more immediate responsibility to them than any outside agency can have.

10. The lowest standard for admission is the diploma of the eighth grade or its full equivalent.

Finally and again let it be kindly understood that the standards for admission, the classes that are arranged and the time required for high school graduates to attend, as well as other statements in this announcement, are the settled and fixed rules and policy of the school. And the faculty cannot inform anyone how long it will take one to graduate. The experience of good average students is all we can point to. Let that be the guide. Hundreds have graduated; hundreds more certainly may.

Unless it is desired to address a particular instructor upon a special subject, it is always best to address,

STATE NORMAL SCHOOL, Madison, S D

REGISTER OF GRADUATES.

LATIN COURSE.

FOURTH YEAR—SECOND SEMESTER.

| NAME. | POSTOFFICE. | COUNTY. |
|-----------------------|-------------|---------|
| Ball, Kathryn Blanche | Madison | Lake |
| Hardie, Robert Earl | Mellette | Spink |
| Kent, John B. | Romona | Lake |
| Parker, M. Mabel | Elk Point | Union |

ENGLISH COURSE.

THIRD YEAR—SECOND SEMESTER.

| | | |
|--------------------------------|------------|----------------|
| Aas, Sven (Latin) | Baltic | Minnehaha |
| Allen, Catherine F. | Waubay | Day |
| Arneson, Maude Marie | Ben Claire | Minnehaha |
| Bailey, Cecille Mary | Hartford | " |
| Bates, Nettie H. | Madison | Lake |
| Cochrane, Rose | Clark | Clark |
| DeGraff, Lilian M. | Ellendale | Dickey |
| Farley, Anna Geneva | Yankton | Yankton |
| Feneran, Margaret Mary (Latin) | Madison | Lake |
| French, Lois Olive | Maquoketa | Jackson, Iowa |
| Frizzell, Marie A. | Scotland | BonHomme |
| Frohmman, John A. (Latin) | Elk Point | Union |
| Girton, Sue M. (Latin) | Madison | Lake |
| Graham, Mabel Clair | Parker | Turner |
| Hanse, Laura B. | Webster | Day |
| Hollister, Anna M. | Henry | Codington |
| Iverson, Anne Bergetta | Madison | Lake |
| Jacobson, Anna E. | Canton | Lincoln |
| Jenks, Elmina | Madison | Lake |
| Kane, Katherine (Latin) | " | " |
| Kaucher, Frances Saidee | Yankton | Yankton |
| Larson, Anna | Hendricks | Lincoln, Minn. |
| Larkin, Letitia E. | Madison | Lake |
| LeCount, Emily | Clark | Clark |

| | | |
|------------------------|--------------|------------------|
| McGowan, Eva (Latin) | Madison | Lake |
| Millett, Sadie L. | Hudson | Lincoln |
| Owens, Mattie O. | Humboldt | Minnehaha |
| Paterson, Beatrice | Lake Preston | Kingsbury |
| Phillips, Bessie | Flandreau | Moody |
| Price, Ella M. | " | " |
| Ray, Dema, | Webster | Day |
| Ryan, Mary Elizabeth | Colman | Moody |
| Shirk, Anna B. (Latin) | Faulkton | Faulk |
| Schultz, Netta A. | Madison | Lake |
| Templeton, Annie Jean | Milbank | Grant |
| Walter, Fanny | Jasper | Pipestone, Minn. |
| Wilkinson, Bessie L. | Drakola | Kingsbury |

THIRD YEAR—FIRST SEMESTER.

| | | |
|----------------------------|-------------|-----------------|
| Canada, Marguerite Blanche | Centerville | Turner |
| Corneleysen, Leola | Madison | Lake |
| Donley, Rose | Apple River | Jo Davies, Ill. |
| Green, Carrie H. | Egan | Moody |
| Holden, Mattie (Latin) | Corson | Minnehaha |
| Hoyman, Gertrude M. | Madison | Lake |
| Janda, Tena C. | Scotland | Bon Homme |
| Johnson, Emily (Latin) | Ida Grove | Ida, Iowa |
| Rowe, Maude | Hampton | Franklin, Iowa |
| Trow, Lila E. | Madison | Lake |
| Trow, Erva L. | " | " |

SECOND YEAR—SECOND SEMESTER.

| | | |
|-------------------------------|-------------|--------------|
| Biederstaedt, Lisette (Latin) | Madison | Lake |
| Bohl, Herman A. | " | " |
| Collins, Ora | Dallas | Polk, Oregon |
| Duncan, Stella Vivian (Latin) | Chamberlain | Brule |
| Evans, Edna Virtue (Latin) | Brookings | Brookings |
| Hanson, Ida | Winfred | Miner |
| Headley, Lillian Oretta | Menno | Hutchinson |
| Kingsley, Laura G. | Madison | Lake |
| Larson, Mary | Volga | Brookings |

| | | |
|---------------------------|--------------|-----------|
| LeDahl, Emma Mae | Lake Preston | Kingsbury |
| Lynch, Mayme | Flandreau | Moody |
| McNurlen, Effie L. | Madison | Lake |
| Myhres, Carl A. | Arlington | Kingsbury |
| Rudd, May M. | Miller | Hand |
| Ryan, Eva | Colman | Moody |
| Schultz, Frances | Madison | Lake |
| Singer, Maude | Winfred | " |
| Tuttle, Margaret E. | Madison | " |
| Volin, Blanche M. (Latin) | Volin | Yankton |
| Weaver, Grace | Highmore | Hyde |
| Westaby, Robert S. | Madison | Lake |
| Whalen, Bessie A. | Sioux Falls | Minnehaha |

SECOND YEAR—FIRST SEMESTER.

| | | |
|-----------------------------|-------------|----------------|
| Abbott, Ada May | Madison | Lake |
| Abbott, Earl | " | " |
| Baumberger, Rose E. | Dell Rapids | Minnehaha |
| Best, J. Milton (Latin) | Howard | Miner |
| Biederstaedt, Ina (Latin) | Madison | Lake |
| Brown, Mamie | " | " |
| Davenport, Minnie | Montrose | McCook |
| Fuskerud, Josephine | Delmage | Lake |
| Gregor, Effie Estelle | Madison | " |
| Huntamer, Inez B. (Latin) | " | " |
| Lambert, Grace Evelyn | Baltic | Minnehaha |
| Loomis, Nellie | Henry | Codington |
| McAllister, Florence Anna | Madison | Lake |
| Norem, M. Christine (Latin) | Thompson | Winnebago, Ia. |
| Oplund, Oline B. | Vermillion | Clay |
| Smart, Vernice E. (Latin) | Madison | Lake |
| Tufte, Anna (Latin) | Romona | " |

FIRST YEAR—SECOND SEMESTER.

| | | |
|---------------------------|-----------------|-----------|
| Acheson, Vera Mae | Hartman | Minnehaha |
| Archer, Edmond R. (Latin) | Lake Preston | Kingsbury |
| Backhaus, Arthur A. | Farmington Twp. | Lake |

| | | |
|--------------------------------|---------------|----------------|
| Berke, Emil A. | Bradley | Clark |
| Bowlus, Hattie May | Selby | Walworth |
| Braley, Winnie | Sioux Falls | Minnehaha |
| Buller, David H. | Marion | Turner |
| Carlson, Mary E. | Egan | Moody |
| Caverhill, France L. | Estelline | Hamlin |
| Clough, Eva A. | Madison | Lake |
| Colliton, Ida | Elkton | Brookings |
| Doescher, Gertrude L. | Madison | Lake |
| Hanks, Clementine | Miller | Hand |
| Harter, Sophia Theresa | Canova | Miner |
| Horen, Lucy | Nunda | Lake |
| Iverson, Ingmar Maurice | Madison | " |
| Kingsley, Edith L. | " | " |
| Larson, Carrie | Volga | Brookings |
| Levitt, Fannie M. | Chapin | Franklin, Iowa |
| Parkhurst, Mae | Carthage | Miner |
| Peck, Maud | Madison | Lake |
| Rosenbury, Myrtle | " | " |
| Ryan, Anna M. (Latin) | " | " |
| Ryan, Charles | Colman | Moody |
| Smith, Carol Ione | Kimball | Brule |
| Spear, Marie | Madison | Lake |
| Stearns, Sumner Orion (Latin) | Erwin | Kingsbury |
| Templer, Belle (Latin) | Madison | Lake |
| Tommeraasen, Cornelius (Latin) | Prairie Queen | " |
| Treacy, Timothy C. | Matthews | Kingsbury |
| Vehe, William D. | Bristol | Day |
| Wadden, Loretta M. | Madison | Lake |
| Weaver, Flora E. | Highmore | Hyde |

FIRST YEAR—FIRST SEMESTER.

| | | |
|-----------------------------|---------|-----------|
| Abbott, Pearl Ethel | Madison | Lake |
| Babcock, Charity Antoinette | Aurora | Brookings |
| Babcock, Ada | " | " |
| Bibelheimer, Emanuel | Selby | Walworth |
| Blanchford, Florence Pearl | Delmage | Lake |

| | | |
|--------------------------|-------------|----------------|
| Black, Clara Anna | Milbank | Grant |
| Bowlus, Anna Grace | Selby | Walworth |
| Burke, Kathryn | Dell Rapids | Minnehaha |
| Burnstad, Hattie | Kent | Codington |
| CaJacob, Julia | Romona | Lake |
| Carmichael, Lily | Oldham | Miner |
| Carr, Katie | Lake Center | Lake |
| Casey, Elizabeth Alice | Lakeview | " |
| Coe, Nellie Mae | Madison | " |
| Coe, Saidee M. | " | " |
| Coulson, Mabel | Erwin | Kingsbury |
| Crow, Bessie | Akron | Plymouth, Iowa |
| Davis, Myrtle | Colman | Moody |
| Denholm, Frank A. | Ferney | Brown |
| DeVaney, Alice | Dell Rapids | Minnehaha |
| Dooley, Katie M. | Romona | Lake |
| Doyle, Margaret | Colman | Moody |
| Doyle, Mary | " | " |
| Dye, Elva | Richards | Buffalo |
| Dye, Elizabeth | " | " |
| Eastcott, Nellie Charity | Freeburg | Houston, Minn. |
| Eide, Johanna | Howard | Miner |
| Fahy, Cecelia Veronica | Emery | Hanson |
| Farnham, Grace Elizabeth | Madison | Lake |
| Fetz, Josie M. | " | " |
| Fetz, Margaret | " | " |
| Fischer, Edna | Lakeview | " |
| Fleming, Jennie | Madison | " |
| Fitak, Anna J. | Letcher | Sanborn |
| Fletcher, Elda Irene | Sioux Falls | Minnehaha |
| Fortune, Mary Abigail | " | " |
| Gilbert, Lucy M. | Madison | Lake |
| Granger, Paul H. | " | " |
| Gross, Viola F. | LeRoy | " |
| Grundy, Paul M. | Madison | " |
| Grundy, Ione | " | " |

| | | |
|-------------------------|---------------|--------------|
| Hanson, Alpha | Poinsett | Hamlin |
| Heitmann, Arthur H. | Platte Center | Platte, Neb. |
| Holden, Edwin | Corson | Minnehaha |
| Holt, Hilda | Sherman | Moody |
| Iverson, Lily Rosalie | Madison | Lake |
| Iverson, Lena | Flandreau | Moody |
| Jacobs, Almontie B. | Howard | Miner |
| Johnson, Oscar | Arlington | Kingsbury |
| Johnston, Winnie C. | Garden City | Clark |
| Johnson, Ella | Lake Preston | Kingsbury |
| Jones, Fanny | Rowena | Minnehaha |
| Jorgenson, Georgia C. | Voborg | Turner |
| Kopperud, Minnie | Lake Preston | Kingsbury |
| Krakowski, Josephine M. | Madison | Lake |
| LaBay, William | Arlington | Kingsbury |
| Lofstedt, Alma | " | " |
| Lofstedt, Theresa | " | " |
| Lowe, Dette G. | Pukwana | Brule |
| Lyons, Richard J. | Romona | Lake |
| Mallwitz, Laura | Madison | " |
| McGowan, Ardin F. | " | " |
| McGowan, Adin | " | " |
| Merriam, Avery | " | " |
| Molumby, Lillian E. | " | " |
| Morgan, Bertha S. | " | " |
| Morrison, Edna | South Shore | Codington |
| Mueller, George Henry | Farmington | Lake |
| Muggli, Anna M. | Romona | " |
| Nelson, Ida Belinda | Volga | Brookings |
| Nelson, Carl Oscar | Brandon | Minnehaha |
| Nelson, Henrietta | Lynn | Day |
| Nisbet, Belle | Kent | Codington |
| O'Connor, Mamie G. R. | Gettysburg | Potter |
| Osborn, Fred E. | Canton | Lincoln |
| Overski, Nettie R. | Prairie Queen | Lake |
| Pabst, Cora | Dell Rapids | Minnehaha |
| Pinsch, Julia | Howard | Miner |

| | | |
|------------------------|-------------|-----------|
| Radford, Gertrude | Brandt | Deuel |
| Rose, Maude E. | Madison | Lake |
| Schinderling, Earnest | " | " |
| Schmidt, Ella | " | " |
| Shelsta, Josephine | Dolph | Hamlin |
| Smith, Ida | Madison | Lake |
| Sponholz, Edward C. | " | " |
| Sweeney, Ellen | Colman | Moody |
| Stordahl, Berndt | Baltic | Minnehaha |
| Thurlow, Alice May | Herman Twp. | Lake |
| Tilgner, Myrtle R. | Wausau | Wisconsin |
| Trageser, Gertrude | Gary | Deuel |
| Trygstad, Elizabeth | Brookings | Brookings |
| Westaby, Henry | Madison | Lake |
| Westberg, Amanda Marie | Beresford | Union |
| Willson, Nellie E. | South Shore | Codington |

SUMMARY OF ENROLLMENT.

| | |
|---------------------------|-----|
| In Normal Department..... | 218 |
| In Model School..... | 149 |
| Total..... | 367 |

REGISTER OF GRADUATES.

OFFICERS OF THE ALUMNI ASSOCIATION.

President, Mrs. Ida Jones Waters, Madison.
 Vice-President, Mr. Fred Schmidt, Spencer.
 Secretary, Miss Maud Lewis, Madison.
 Ass't. Secretary, Miss Charlotte Tischhauser, Romona.
 Treasurer, Mr. Victor Valgren, St. Peter, Minn.

CLASS OF '85.

(June 30, 1885.)

Will O. Clough, with Daily Journal, Sioux City, Iowa.
 Mrs. Hattie Whalen Jenkins, Sioux Falls.

CLASS OF '86.

(June 30, 1886.)

George E. Beardsley, Sioux Falls.
 Charles W. Daugherty, farmer, Madison.
 Mary C. VanDoren, deceased.
 Mrs. Belle Wiener, Ozanne.

CLASS OF '87.

(June 30, 1887.)

George Ackley, banker, Romona.
 John L. Jones, real estate dealer, Madison.
 Mrs. Jennie Hawkins Jones, Madison.
 Mrs. Ida Jones Waters, deceased.
 Fred Millard, real estate dealer, Crookston, Minn.
 Lillie Zimmermann, Wentworth.

CLASS OF '88

(June 28, 1888.)

Mrs. Addie Hubbard Stewart, Tacoma, Washington.
 Nina M. Nash, Prin. Training Dept., State Normal, Aberdeen.
 Albert O. Oleson, banker, Mankato, Minn.
 Mrs. Nora Scoggin Mease, Madison.
 Carey W. Smith, cashier First National Bank, Volga.
 Barnett Stillwell, real estate dealer, Chelan, Wash.
 Rev. Thomas H. Trevithick, Low Moor, Iowa.

Mrs. Emily Wilkinson Trevithick, Low Moor, Iowa.
 Mrs. Harriet Wiener Taylor, deceased.
 Albert H. Yoder, A. B., professor, State University, Seattle,
 Washington.

CLASS OF '89.

(June 20, 1889.)

Mrs. Eva DeCou Smythe, Canon City, Colorado.
 O. F. Miller, letter carrier, Champaign, Ill.
 Mrs. Helen Ringheim Aker, Enderlin, N. D.
 Mrs. Ada Sprague Ballou, Hetland.
 Jennie D. White, teaching, Minneapolis.
 Rev. Herbert S. Wilkinson, Mitchell.

CLASS OF '90.

(June 19, 1890.)

Mrs. Edna Beck Lowe, deceased.
 William Sigel Carr, deceased.
 Edgar F. DeCou, M. S., (Chicago University) professor of
 mathematics, State University, Eugene, Oregon.
 Mrs. Maggie Fairfield Reese, Roswell.
 Ole H. Haasarud, B. S., farmer, Rushford, Minn.
 Ernest C. Kellogg, B. S., (Lincoln University) professor of
 pedagogy, Union College, Collegeview, Nebraska.
 Joseph Schafer, Ph. D. (Wisconsin State University) professor
 of history, State University, Eugene, Oregon.

CLASS OF '91.

(June 10, 1891)

Mrs. Rose Abbott Milligan, Aberdeen.
 Mrs. Mabel Bush Crossman, Fulda, Minn.
 Mrs. Delia Flitcroft Nichols, Madison.
 Frank Fuller, register of deeds, Madison.
 Mrs. Laura Fuller Johnson, Arlington.
 Mrs. Henrietta Goyette Cornelius, Jimulco, Mexico.
 Lettie C. Hart, Lincoln, Nebraska.
 Ellen McKeon, Sioux Falls.
 Mrs. Frances Shaw Goff, Madison.

CLASS OF '92.

(January 13, 1892.)

Mrs. Florence Phetteplace Bradford, deceased.
 Lyla Albina Ransom, teaching, Madison, Wis.
 Jennie Josephine Stewart, teaching, Yankton.

(June 8, 1892.)

Mrs. Lily Abbott Schafer, Eugene, Oregon.
 Mrs. Maude Cook Johnson, Wentworth.
 Mrs. Mary Cranston Crane, B. S., (S. D. A. C.) Brookings.
 Anna Dielman, Princeton, Minn.
 Lora May Dexheimer, primary critic, State Normal, Normal,
 Illinois.
 Nettie L. Dexheimer, teaching, Dell Rapids.
 Kate Harvey, teaching, Howard.
 Mrs. Mary Ladd Lowery, Quincy, Washington.
 Ida May Pike, teaching, Aberdeen.
 Mrs. Linnie Purdin Ketcham, Montrose.
 Mrs. Jennie Schraudenbach Hicks, Ellendale, N. D.
 Mrs. Mabel Schraudenbach Duesler, Minneapolis, Minn.
 Grant Smith, M. S., student, Harvard University.
 Mrs. Frances Wadden Cochrane, Madison.

CLASS OF '93.

(January 11, 1893.)

Mrs. Alma Carlson Olberg, Wakonda.
 Ernest Frederick Krueger, county superintendent, Madison.
 Harmon Anton Stahl, with Daily Leader, Madison.
 Mrs. Addie Walter Park, Minneapolis, Minn.

(June 14, 1893.)

Anna C. Althen, teaching, White.
 Edward L. Biederstaedt, principal, Woonsocket.
 Hattie B. Billings, teaching, Portland, Oregon.
 Kate L. Doolittle, teaching, Blunt.
 William E. Hammer, deceased.
 Ella F. Hollenbeck, teaching, Duluth, Minn.
 Marian L. Krom, teaching, Redfield.

Mrs. Magdalena Laux Sedler, Great Bend, No. Dak.
 Mrs. Beulah Mathiessen VanTassel, deceased.
 Emma B. Patterson, teaching, Madison.
 Gay Pye, deceased.
 Mrs. Mabel Robinson Olmstead, Milford, Iowa.
 Mrs. Mabel Ross Johnson, San Diego, California.
 Mrs. Marian Waterman Stearns, deceased.

CLASS OF '94.

(January 9, 1894.)

Mrs. Helen Brummond Palmer, White.
 Mrs. Emily Clark Biederstaedt, Madison.
 Mrs. Margaret DeCou Wilkinson, Mitchell.
 Mrs. Nellie Morse McCallister, Madison.
 Rev. Edward A. Palmer, Ph. D., Tarpon Springs, Florida.
 Nuna Ray Shannon, teaching, Miles City, Montana.
 Mrs. Minnie Reese Hunter, Tracy, Minn.
 LeForest Sawtelle, Ph. D., (Chicago University) instructor of
 languages, State Agricultural College, Michigan.

(June 6, 1894.)

Mrs. Lydia Huecker Rover, Denver, Colorado.
 Isabella F. Hutchinson, teaching, Egan.
 Mrs. Lola Jenks Ferguson, Romona.
 Emma Ludwig, teaching, Lennox.
 Mrs. Mary Marquart Burnett, Madison.
 Rose B. Mathiessen, teaching, Yankton.
 Mrs. Lily Monty Ginder, Madison.
 Blanche McCallister, deceased.
 James V. Murphy, instructor Business College, Sioux Falls.
 Michael Murphy, Emerado, No. Dak.
 Emma Orton, instructor Business College, Waterloo, Iowa.
 Jane E. Quigg, teaching, Milwaukee, Wis.
 Mrs. Celia Regan Murphy, Emerado, No. Dak.
 Stella Regan, teaching, Williston, N. D.
 Edmund L. C. Wachtman, Oldham.
 Gus D. Whalen, deceased.

John E. Wilson, farmer, Mitchell.
 Mary Grace Windle, supervisor of music, Mitchell.

CLASS OF '95.

(January 15, 1895)

Gusta Berke, county superintendent, Clear Lake.
 Ina May Harkins, teaching, Topeka Kansas.
 Willis F. Jenks, Waterloo, Iowa.
 Gertie L. Smelker, teaching, Haram.
 George G. Smith, Madison.
 Kate Tobin, teaching, Madison.
 Mrs. May Tolles Henry, Parker.

(June 12, 1895.)

Nellie I. Appleby, Parker.
 Satie A. Billings, deceased.
 Minnie Booher, teaching, Spring Green, Wisconsin.
 Mrs. Hattie Burns Shirley, deceased.
 Margaret T. Gleeson, teaching, Anaconda, Montana.
 George W. Kephart, principal, Beresford.
 Neva G. Lease, Parker.
 Jessie M. McDonald, Highmore.
 Mrs. Viola Mills Pier, Hurley.
 Etta M. Morse, teaching, Canton.
 Ella Scott, Hawarden, Iowa.
 Verne L. Shaw, teaching, Mandel, No. Dak.
 Anna E. Shelland, Hutchinson, Minn.
 Matthias A. Shuster, farmer, Miller.
 Anna Stewart, teaching, Lake Geneva, Wisconsin.
 Grace M. Stewart, teaching, Chicago, Illinois.
 Julia M. Tobin, deceased.
 Mrs. Rena Vreeland Furman, Miller.
 Mary A. Wadden, Ph. B. (Northwestern University, Evanston,
 Ill.) instructor, State Normal, Spearfish.
 Mary Wilde, primary principal, Yankton.
 Mrs. Pearl Willsey Park, Watertown.
 Mrs. Georgiana Wood Crossman, Cleveland, Ohio.

CLASS OF '96.

(January 14, 1896.)

Ida Schriener, Latona, Washington.

Ida S. Williams, teaching, Montrose.

Mrs. Caroline Quigg Colton, Evanston, Illinois.

(June 10, 1896.)

Mrs. Emma Booher Erickson, Milnersville, Iowa.

Leslie J. Burnett, Madison.

Mrs. Mary Clarke Striemer, Ransom, Michigan.

Mira Hedges Clarke, Mellette.

Mrs. Verna Crowl Dickerson, Echo, Minn.

Mrs. Mirza French Mackay, Madison.

Emily Glatz, teaching, Milwaukee, Wisconsin.

Adelaide Herrick, Fort Covington, N. Y.

Mary Alice Hoover, assistant editor, Deaconess Advocate,
School for Missions, Chicago, Ill.

Mrs. Katherine Hoffman Woolley, Seattle, Washington.

Myrtle V. Hutchison, teaching, Pierre.

Owen H. Jones, principal, Sisseton.

Mrs. Dana Lewis Bramble, Watertown.

Mrs. Jessie Jardine Lindsey, Winfred.

Rachel Martin, deceased.

Cynthia M. McGowan, teaching, Yankton.

Ella Merry, teaching, Milbank.

Mrs. Dora Noble Shaw, Watertown.

John W. Pye, deceased.

Mrs. Elsie Rice Ragan, Groton.

Martha J. Schlosser, Sunnyside, Washington.

Lewis J. Shaw, merchant, Watertown.

Mrs. Agnes Skinner Wight, Manchester, Iowa.

Mrs. Fanny Stacy Tyrrell, Madison.

Mrs. Mabel Stevens Burton, Madison.

Eunice H. Thompson, teaching, Sheridan, Wyoming.

Mrs. Adelaide Turneure Orrell, Mitchell.

Jessie Warne, teaching, Minneapolis, Minn.

Marie White, student, Dakota University, Mitchell.

CLASS OF '97.

(January 12, 1897.)

Jessie Beebe, principal, Gann Valley.

Mrs. Blanche Davey Dryborough, Butte, Montana.

Mrs. Theodora Doescher Drake, deceased.

Mrs. Esther Lewis Dundas, teaching, Wagner.

Mrs. Elizabeth Lockwood Young, Los Angeles, California.

Mrs. Carrie Newell Wright, DeSmet.

Mrs. Margaret Tobin Walsh, Huron.

Florence Walker, teaching, Jasper, Minn.

Lucia Watson, teaching, Sioux Falls.

(June 9, 1897.)

Mrs. Eleonora Bates Dinneen, Huron.

Edith Blades, teaching, Cory, Colorado.

Howard L. Boyd, assistant piece inspector, C., B. & Q. shops,
Chicago, Ill.

Mrs. Iverna Deuel Rorebeck, Flandreau.

Clyde E. Evans, principal, Northville.

Ira Elmer Hammar, rural postal service, Madison.

Mrs. Alice Hardie Hall, Hitman, Iowa.

Mamie M. Haven, Mellette.

Myrtle M. Howard, teaching, Albert Lea, Minn.

Agnes Hutchinson, teaching, All Saints School, Sioux Falls.

Lova L. Jones, art student, Chicago, Ill.

John C. Lindsey, principal, Gary.

Nellie Dimock McCallister, Madison.

Mrs. Nellie Mendenhall Lindsey, Gary.

Mrs. Flora Meyer Doughty, Cedaredge, Colorado.

Carrie Mork, teaching, Volga.

Mrs. Alice Mounsey Billman, Tripp.

Minnie E. Peile, teaching, Rock Rapids, Iowa.

Mrs. Mabel Peterson O'Gar, Cedar Rapids, Iowa.

CLASS OF '98

(January 11, 1898.)

Lewis A. Crandall, business, Hetland.

Mrs. Gertrude Edson Pigney, Pierre

(June 8, 1898.)

Latin Course.

Florence Cotton, principal, High School, Minot, N. D.
Mrs. Mabel Mayland Merrick, Severance, Kansas.

English Course.

Daisy A. Beck, teaching, Sioux Falls.
Sara C. Bowyer, teaching, Minneapolis, Minn.
Mrs. Bessie Cook Niles, teaching, Milbank.
Dora M. Cornelysen, teaching, Cresco, Iowa.
Mrs. Edith Davis Rowe, Pierre.
Emma Erickson, teaching, Canton.
Mrs. Leora Henry Drayer, Doland.
William U. Hews, teaching, Blunt.
Mrs. Dorothy Hill McLean, Ellensburg, Washington.
Mrs. Gunda Jacobson Lawrence, Canton.
Mrs. Kathryn Koch Burright, Mitchell.
Mrs. Elta Koehler Reineking, Madison.
Berdene Leonard, teaching, Grafton, N. D.
Hortense Lewis, teaching, Madison.
Cora A. Mayland, teaching, Redfield.
Charles A. McGowan, editor, Garden City.
Mrs. Harriet Meyer Palmer, White.
Grace Miner, teaching, Falls City, Nebraska.
Mrs. Ellen Monty Austin, New York Mills, Minn.
Emma Nelson, county superintendent, Sully County, Onida.
Mrs. Edith Sears Parker, Englewood, Ill.
Winnie L. Stout, student, Northwestern University, Evanston, Illinois.
Margaret Tobin, teaching, Lake Preston.
Mrs. Carrie Trowbridge Griggs, Leatah, Washington.
Anna L. Wright, teaching, DeSmet.

CLASS OF '99.

(June 14, 1899.)

Latin Course.

Abbie F. Beardsley, teaching, Madison.
Mrs. Harriet Cummings Sanders, Clinton, Missouri.

Nathaniel E. Hoy, A. B., (Macalester College) student, Chicago University.

Lydia E. Peile, teaching, Helena, Montana.

English Course.

Edna M. Benster, teaching, Andover.
Margaret I. Black, teaching, Milbank.
Mabel E. Brown, teaching, Yankton.
Burton E. Colby, student, Wesleyan University, Lincoln, Nebraska.
Mrs. Lulu Cornell Orr, Brookings.
V. Margaret Duthie, teaching, Miller.
Emerson W. Goldman, M. D., Wentworth.
Grace M. Hall, Iroquois.
Elias T. Hanson, Garretson.
Bertha E. Kalder, teaching, Pierre.
Clara T. Lawless, teaching, Flandreau.
Frances A. Lawless, teaching, Morris, Minn.
Anna E. Linder, assistant in High School, Vermillion.
Lorenzo L. Murphy, principal, Geddes.
Ole C. Myron, student, Minnesota University, Minneapolis, Minnesota.
Mrs. Eva Patterson Corbin, Brookings.
Mrs. Daisy Perry Hughes, Garden City.
M. Alice Pierce, teaching, Hudson.
Maymie Schaefer, teaching, West Seattle, Washington.
Lucy Shaw, teaching, Oldham.
Carrie P. Thompson, teaching, Akron, Iowa.

CLASS OF 1900.

(January 17, 1900.)

English Course.

Edwin F. Fessenden, farmer, Hurley.
Maud A. Lewis, teaching, Madison.
Mrs. Anna Seney Webb, Howard.
Carrie E. Taylor, teaching, Sioux City, Iowa.

(June 13, 1900)

Latin Course.

Nellie Dahl, student, Lutheran Deaconess Home, Chicago, Ill.
 Arvilla C. Fox, teaching, Madison.
 Azelia May Grimm, teaching, Madison.
 Mabel Maude Grimm, teaching, Wilber, Nebraska.
 Louise Elner Morse, teaching, Minneapolis, Minn.
 Helen J. Norem, teaching, Harvey, N. D.

English Course.

Alice Coonrod, employed, Huron.
 Grace DeGraff, teaching, Portland, Oregon.
 Walton S. Given, principal, Britton.
 Nellie I. Hoover, teaching, Volga.
 Marie Langness, teaching, Baltic.
 Jennie E. Livingstone, teaching, Blunt.
 Mary M. Moore, teaching, Webster.
 Mrs. Mattie Owen Austin, Minneapolis, Minn.
 Mrs. Winifred Reber Wohlford, St. Paul, Minn.

CLASS OF 1901.

(January 16, 1901.)

Latin Course.

Katherine Muhmel, teaching, Scotland.

English Course.

Mrs. Ordella Elliott Boutillier, Granville, N. D.
 Leilah B. Noble, teaching, Aberdeen.
 C. G. St. John, principal, Toronto.
 Minnie Walton, teaching, Elkton.

(June 12, 1901.)

Latin Course.

Daisy M. Girton, student, Northwestern University, Evanston, Illinois.
 Llewellyn C. Kellogg, farmer, Romona.
 Mrs. Jessica Bowers Haakinson, Sioux City, Iowa.
 Lawrence DuBois, county superintendent, Huron.

Herman Gueffroy, teaching, Olivet.
 Alvin A. Herbert, farmer, Garretson.
 Mrs. Mary Kneebone Benedict, Flandreau.
 Hazel Martin, Aberdeen.
 Mary V. McAlmon, teaching, Stillwater, Minn.
 Alfred Runquist, deceased.
 Nellie Senska, instructor, College, Storm Lake, Iowa.
 Percy Williams, teaching, Westfield, N. D.

English Course.

John Bibelheimer, county superintendent, Selby.
 Clara Brion, teaching, St. Paul, Minn.
 Carrie Brott, teaching, Langford.
 Madeline Cox, teaching, Howard.
 Lutie Cunningham, teaching, Toronto.
 Grace Hardie, Mellette.
 Effa Hewitt, teaching, Arlington.
 Christine Johnson, teaching, Edna.
 Mrs. Nellie Kilpatrick Paddock, Columbia.
 Frances Mallory, teaching, Alexandria.
 Mrs. Sue McCallister Jones, Lawton, Oklahoma.
 Maggie McGowan, student, Yankton College.
 Frances Munro, teaching, Madison.
 Ida Olston, teaching, Lake Preston.
 Maggie Quinn, Arlington.
 Mrs. Lizzie Sorum Collins, Trent.
 Gunder H. Vale, principal, Bristol.
 Benjamin Williams, real estate dealer, Eureka.

CLASS OF 1902.

(January 22, 1902.)

Latin Course.

Lena C. Fortune, teaching, Andover.
 Julius E. Johnson, employed principal, Bowdle.
 Miriam C. Orton, Wentworth.
 Helen Osmotherly, teaching, Sturgis.
 Nettie B. Rosenbury, teaching, Larchwood, Iowa.
 Victor N. Valgren, student and teacher, St. Peter, Minn.

English Course.

Mrs Emma Austin Jones, teaching, Clark.
 Carrie A. Biederstaedt, teaching, Wentworth.
 Wilhelmina Brown, deputy register of deeds, DeSmet.
 Lillian Cornelysen, teaching, Howard.
 Louella Davenport, deceased.
 Charlotte R. Griggs, teaching, Groton.
 Mary E. Hart, teaching, Madison.
 Grace L. Hinckley, music student, Vermillion.
 Lissie C. Howlett, teaching, Whatcom, Washington.
 Edna L. Jackson, teaching, Ipswich.
 Hannah Jensen, teaching, Volga.
 Mabel A. Scott, teaching, Madison.
 Annie N. Sheridan, teaching, Madison.
 Charlotte A. Tischhauser, teaching, Romona.

(June 11, 1902.)

Latin Course.

Lou E. Miles, teaching, Faulkton.
 Fred E. Schmidt, principal, Spencer.

English Course.

Bertha A. Alder, teaching, Estherville, Iowa.
 Alice DeGraff, instructor, State Normal, Madison.
 Myrtle J. Ferguson, teaching, Ida Grove, Iowa.
 Florence J. Oakley, deceased.
 M. Mabel Oliver, teaching, Madison.
 Mrs. Lulu Patterson Rice, Minneapolis, Minn.
 Julia J. Popham, teaching Rockford, Iowa.
 Agnes A. Sullivan, Athol.

CLASS OF 1903.

(January 14, 1903.)

Latin Course.

Belle B. Ketcham, Madison.
 M. Elizabeth Waters, teaching, Brookings.

English Course.

Francis C. Beers, principal, Canova.

Gertrude B. Huntington, teaching, Webster.
 Lizzie Ives, teaching, Gettysburg.
 Edward H. Kahl, principal, Willow Lakes.
 Margaret Mitchell, teaching Hartford.
 Pansy Pierce, instructor, School for the Blind, Gary.
 Aaron A. Schmidt, principal, Estelline.
 Bride Steffire, teaching, Milbank.
 Nellie M. Sullivan, teaching, Milbank.

(June 17, 1903.)

Latin Course.

Evelyn B. Bravold, teaching, Flandreau.
 Inez M. Cook, teaching, Beaver Crossing, Nebraska.
 L. Ada Davis, teaching, Estelline.
 Margie A. Davis, teaching, Watertown.

English Course.

Frances M. Armstrong, teaching, Clark.
 J. Merle Dague, teaching, Ree Heights.
 Levona M. Davis, teaching, Britton.
 Florence Elliott, teaching, Milbank.
 Henriette M. Gulstine, teaching, Bristol.
 Beatah H. Huebner, teaching, Hot Springs.
 Mae M. Moody, deceased.
 Anna J. Peterson, teaching, Watertown.
 Rachel B. Schmidt, teaching, Bryant.
 Marjorie M. Shirk, principal, White Rock.
 Livera M. Whiting, teaching, Hecla.

CLASS OF 1904.

(January 13, 1904.)

English Course.

Catherine F. Allen, employed, Prescott, Arizona.
 Nette E. Bates, teaching, Pierre.
 Rose Cochrane, teaching, Clear Lake.
 Anna L. Larson, teaching, Goodwin.
 Emily Le Count, Clark.
 Sadia L. Millett, teaching, Flandreau.
 Bessie V. Phillips, teaching, Colman, employed, Toronto.

Dema A. Ray, teaching, Tea.
Bessie L. Wilkinson, teaching, Oldham.

(June 8, 1904.)

Latin Course.

K. Blanche Ball, Madison.
Robert E. Hardie, Mellette.
M. Mable Parker, Elk Point.

English Course.

Maude M. Arneson, employed, Montrose.
Lillian M. DeGraff, Ellendale, N. D.
Anna G. Farley, Yankton.
Lois O. French, Maquoketa, Iowa.
Marie A. Frizzell, elected, Pierre.
Anna M. Hollister, Henry.
Anne B. Iverson, Madison.
Anna E. Jacobson, employed, Canton.
Elmina Jenks, Madison.
Frances S. Kaucher, Yankton.
Lettie E. Larkin, Madison.
Mattie O. Owens, employed, Centerville.
Ella M. Price, Flandreau.
M. Bessie Ryan, Colman.
Netta A. Schultz, Madison.
Fanny Walter, Jasper, Minnesota.

Total number of graduates, 386.

NOTE—When a student graduates from two courses, the name appears in the higher one only.

